

Transition Assessment for Students with Severe & Multiple Disabilities

Jim Martin
University of Oklahoma
Zarrow Center

Email Jim: jmartin@ou.edu

Web:

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html>



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Agenda

- Introductions
- Part I
 - Descriptions
 - Recognizing abilities and expectations
- Part II - Three-Part Transition Assessment Process
 - Independent Living Assessments & the IEP
 - Career Interests/Skills & the IEP
 - Self-Determination Assessments & the IEP
- Part III - Summary

ASK QUESTIONS ALONG THE WAY!



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Web Links

- Handout lists all the web sites used today
 - See us to copy onto thumb drive so they can be clicked while open on your computer
- Easy to read compared to PowerPoint slides



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Transition Assessment Timeline

- By ability and age or grade level, list recommended assessments.
- Enables all educators to know what assessments to use and when.
- Allow flexibility to meet student needs and development in the field.



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Description of Students with Severe and Multiple Disabilities

- Demonstrate diverse skills, strengths, limits, and support needs
- Multiple system impairments that impact the student, family, community participation, and severity of associated health conditions
- Two or more simultaneously occurring impairments
- Supports are usually pervasive and extensive in order to achieve community living, employment, and self-sufficiency.



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Description - continued

Severity Continuum

↑ Severity = ↑ Supports

- Communication issues - frequently
- Self-care issues – almost always
- Intellectual issues – often, but not always
- “Multiple” systems - always



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WHAT IS A SATISFYING LIFE FOR YOU?



WHAT IS A SATISFYING LIFE FOR PEOPLE WITH DISABILITIES?

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A Satisfying Life is...

- Home, career, social life, community lifestyle, spiritual well being (Romer, Frantangelo, & Fanjoy, 2009)
- **Personal Fulfillment?**
 - Right mix of opportunities and support to nourish the presence and contribution of a human being (Kendrick, 2009)
 - Outcome of high quality supports

A life that is uniquely ones own! (Simpson, 2009)

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Satisfying Participation in Life Includes...

Realizing societal roles, with or without support, in a meaningful and satisfying way

Work participation and being satisfied with life is broader than just 'job satisfaction'... (Van Campen & Cardol, 2007)

Four years after high school, youth with multiple disabilities were least engaged in their communities (NLTS-2)

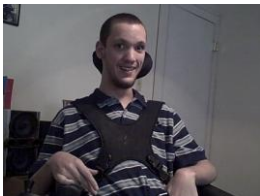
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Abilities and Expectations



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Recognizing Ability



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Lauren's Satisfying Life...



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Guiding Questions for Secondary Transition Planning for Youth with Significant Disabilities

1. Can the young adult express interests? If no, get information from parents and caregivers to develop transition plan.
2. What are special health care needs?
3. What are needs/challenges preventing the young adult from working outside the home?

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Guiding Questions for Secondary Transition Planning for Youth with Significant Disabilities

4. Who can provide education/training to assist the young adult?
5. What can the young adult accomplish without assistance?
6. What else could the young adult accomplish if assistance were provided by a job coach, habilitation training specialist (HTS), or other caregiver?

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Postsecondary Goals

- Each student of transition age on an IEP, must have a postsecondary goal/vision listed on the top of the transition services plan page of the IEP.
- This postsecondary goal must address: Education/training and employment. Independent living goals (as needed)...

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Sample Postsecondary Goals

Education/Training: Jessie will audit childcare/early childhood classes at the local Career Tech Center with a full-time HTS.

Employment: With the help of a full-time HTS, Jessie will work as a volunteer 3 afternoons a week at a childcare program.

Independent/Adult Living: Jessie will live in a group home and utilize public transportation to participate in her classes and job shadowing experiences.

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Annual Transition Goal

- Matches postsecondary goal
- Measureable and be accomplished in a year

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Quiz Time!!!!

1. After high school, Calvin will live and participate as he can at home, volunteer at his church weekly, and work with job coach in supported employment project.
2. Using customized computer applications (auditory reader and voice activation) Calvin will complete a resume and job application with 90% accuracy.
3. After graduation, Kelly will take journalism classes at the Career Tech and seek intern experiences with a publisher.
4. Kelly will describe 5 accommodations she needs in the general education setting and why she needs them with 100% accuracy.

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NSTTAC can help!

National Secondary Transition Technical Assistance Center (NSTTAC) has good and not so good examples of postsecondary goals. Check out more examples at:

<http://www.nsttac.org/content/nsttac-indicator-13-checklist-form-b-enhanced-professional-development>

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Three-Part Transition Assessment Model



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The Purpose of SPED



... a free appropriate public education that emphasizes special education and related services designed to meet students' unique needs and to **prepare them for further education, employment, and independent living.**

2004 IDEA Changed Secondary SPED

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IDEA 2004 Post-Secondary Goals

- IEPs must include appropriate measurable postsecondary goals
 - based upon age-appropriate transition assessments
 - related to training, education, employment, and when appropriate, independent living



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Student Transition Questions

- Postschool Goal Questions
 - Where do I want to live
 - Where do I want to work?
 - Where do I want to learn?
- Annual Transition Goal Question
 - What do I need to learn now to live where I want?
 - What do I need to learn now to do the career I want?
 - What do I need to learn now to be able to learn where I want?

Greene, G., & Kochhar-Bryant, C. A. (2003). *Pathways to successful transition for youth with disabilities*. New Jersey: Merrill Prentice Hall.

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Transition Assessment Model Components

1. Independent Living Assessment
2. Vocational Interest and Skills Assessment
3. Self-Determination Assessment



Most are informal and lack valid & reliable studies. They ARE good for instructional planning!!

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Independent Living Assessments

Part 1 of the 3-Part Transition Assessment Model

This is the area that oftentimes impacts so many other postsecondary pursuits for students with severe and multiple disabilities.

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Our Belief

- The law states that an independent living goal be addressed **"when appropriate."**
- We believe that to determine if an independent living goal needs to be written, an adaptive behavior assessment needs to be given. This provides evidence of needing an independent living goal or not. How else would a team determine if an independent living goal is needed?
- Need to be functionally easy to use!
- Need to be free or reasonably priced.

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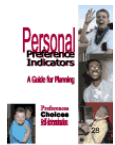
Independent Living Assessments – We'll Focus on a Few

- Personal Preference Indicators (PPI)
 - Adult Living and Employment Versions
- Supports Intensity Scale
 - Used by many adult service programs
- Enderle-Severson Transition Assessments
 - Great tool for students with significant support needs
- Life Skills Inventory
 - Informal and free
- Casey Life Skills
 - On-line and free

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Personal Preference Indicators

- *Designed for students with significant support needs*
- Adult Living and Employment Supplement
 - Interview format
 - Family members, friends, professionals who know student well
 - Likes, dislikes, social indicators, choices
 - Health, body clock, future
- <http://education.ou.edu/zarrow/>
- Cost: free
- Use the results in PLEP



Supports Intensity Scale

American Association on Intellectual and Developmental Disabilities (AAIDD)

Supports Intensity Scale

USER'S MANUAL

aaidd

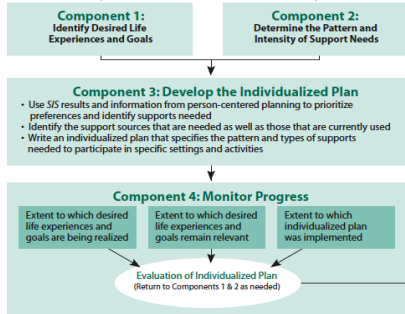
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Supports Intensity Scale

- **American Association on Intellectual and Developmental Disabilities**
- **444 North Capitol Street, NW • Suite 846**
- **Washington, DC 20001**
- **Ph: 202.387.1968 • Fax: 202.387.2193 • www.aaidd.org**
- **TO ORDER**
- **Call: 301-604-1340 to place order or request a Publications Order form**
- **Price: Set: \$125.00**
- **Manual: \$95.00**
- **25 Interview forms: \$38.75**
- **100 Interview forms: \$147.25**
- **<http://www.siswebsite.org/>**

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Supports Intensity Scale Four-Component Planning Process



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Supports Intensity Scale (SIS) Scoring Form & Profile

9/10/12
DT/SCS NUMBER

Name: *Deleene Simmons*
Date SIS Completed: *3-002 / 10 / 12*
Name of Interviewer: *Medusa Anderson*

Section 1A: Support Needs Ratings
1. Enter the Raw Scores for parts A-F from pages 2-5.
2. Enter the Standard Scores and Percentiles using Appendix 6.2.
3. Enter the SIS Support Needs Index using Appendix 6.3.

Activities Subscale	Total Raw Score (See pages 2-5)	Standard Score (See Appendix 6.2)	Subscale Percentile (See Appendix 6.2)
A. Home Living	2-6	75	16
B. Community Living	2-6	75	16
C. Learning/Working	2-6	75	16
D. Employment	2-6	75	16
E. Health & Safety	2-6	75	16
F. Transport	2-6	75	16
SIS SUPPORT NEEDS INDEX (Composite)	25	75	16

Percentile of Support Needs Index (See Appendix 6.3): **16**

Section 1B: Support Needs Profile
Circle the Standard Score for each Activities Subscale and the SIS Support Needs Index. Then connect the subscale choices to form a graph.

Percentile	A. Home Living	B. Community Living	C. Learning/Working	D. Employment	E. Health & Safety	F. Social	SIS Support Needs Index	Percentile
99	11-20	11-20	11-20	11-20	11-20	11-20	11-20	99
95	10-19	10-19	10-19	10-19	10-19	10-19	10-19	95
90	9-10	9-10	9-10	9-10	9-10	9-10	9-10	90
85	8-9	8-9	8-9	8-9	8-9	8-9	8-9	85
80	7-8	7-8	7-8	7-8	7-8	7-8	7-8	80
75	6-7	6-7	6-7	6-7	6-7	6-7	6-7	75
70	5-6	5-6	5-6	5-6	5-6	5-6	5-6	70
65	4-5	4-5	4-5	4-5	4-5	4-5	4-5	65
60	3-4	3-4	3-4	3-4	3-4	3-4	3-4	60
55	2-3	2-3	2-3	2-3	2-3	2-3	2-3	55
50	1-2	1-2	1-2	1-2	1-2	1-2	1-2	50
45	0-1	0-1	0-1	0-1	0-1	0-1	0-1	45
40	0-1	0-1	0-1	0-1	0-1	0-1	0-1	40
35	0-1	0-1	0-1	0-1	0-1	0-1	0-1	35
30	0-1	0-1	0-1	0-1	0-1	0-1	0-1	30
25	0-1	0-1	0-1	0-1	0-1	0-1	0-1	25
20	0-1	0-1	0-1	0-1	0-1	0-1	0-1	20
15	0-1	0-1	0-1	0-1	0-1	0-1	0-1	15
10	0-1	0-1	0-1	0-1	0-1	0-1	0-1	10
5	0-1	0-1	0-1	0-1	0-1	0-1	0-1	5

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Enderle-Severson Transition Rating Form

- **ESTR-J**
 - Students with mild disabilities
 - Parent (available in Spanish) and Teacher version
 - Five Transition areas
- **ESTR-III**
 - Students with "more" disabilities
 - Parent and Teacher version
 - Five Transition areas
- **ESTR-S**
 - Students with severe/multiple impairments
 - Parent and Teacher (on-line only) versions
 - Employment, Rec/leisure, home living, community participation, and adult life
 - Estr.net (each costs \$2.00)

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ESTR III Example

Employment

1. The learner exhibits the fine motor skills necessary to perform simple tasks, (e.g., grasping, stacking, turning, unwrapping, transferring). 0 1 2
2. The learner exhibits the gross motor skills necessary to perform simple tasks, (e.g., lifting, carrying, ambulation). 0 1 2
3. The learner demonstrates an awareness of time as it relates to events over the course of a day. 0 1 2
4. The learner demonstrates good attendance. 0 1 2
5. The learner has earned money doing part time jobs, (e.g., mowing lawns, shoveling snow, babysitting). 0 1 2
Please list: _____
6. The learner demonstrates appropriate hygiene and grooming. 0 1 2
7. The learner adapts to changes in schedules and routines. 0 1 2
8. The learner understands the concept of how much time is needed, (e.g., getting to an appointment, catching the bus, getting ready for school). 0 1 2
9. The learner is punctual. 0 1 2
10. The learner initiates tasks. 0 1 2

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ESTR-S Example

Employment


1. My son/daughter demonstrates fine motor skills (check all that apply):
 - ☐ Grasping objects
 - ☐ Pushing objects
 - ☐ Sweeping objects into containers
 - ☐ Manipulating objects
 - ☐ Putting two objects together
 - ☐ Stacking objects
 - ☐ Turning objects
 - ☐ Unwrapping objects
 - ☐ Transferring objects
 - ☐ Pointing to objects/pictures
 - ☐ Pressing buttons/switches
 - ☐ Drawing/writing
 - ☐ Opening containers
 - ☐ Pouring
 - ☐ Stirring
2. My son/daughter demonstrates gross motor skills (check all that apply):
 - ☐ Sitting with supports
 - ☐ Pushing to sit

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Life Skills Inventory

- 15 domains (money, hygiene, safety, etc)
 - Includes Job skills too!
- Four levels: basic, intermediate, advanced, exceptional
 - Must know 3 of 5 to advance from basic to intermediate
- Must know the person
- Cost: free
- Google Life Skills Inventory or Download from http://www.dshs.wa.gov/pdf/ms/forms/10_26_7.pdf

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- 

Casey Life Skills

[Home](#)
[Assessments](#)
[Learning Plan](#)
[Resources](#)
[Group Data Reports](#)
[Training](#)

Assessments: Ansell Casey Life Skills Assessment

If you do not know which assessment to take, please [click here for help](#).

[Click here](#) to access the Assessment Supplements.

[Click here](#) to access printable Assessments & Supplements.

	Youth	Caregiver
ACLSA - I	<input type="radio"/>	<input type="radio"/>
ACLSA - II	<input type="radio"/>	<input type="radio"/>
ACLSA - III	<input type="radio"/>	<input type="radio"/>
ACLSA - IV	<input type="radio"/>	<input type="radio"/>
ACLSA - Short	<input type="radio"/>	<input type="radio"/>

[» Begin Assessment](#)

Adobe Acrobat Reader is required to view the assessment score reports.

[Click here](#) to download the free Adobe Acrobat Reader.

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Tolby's Assessment Results

Knowledge & Behavior Items

Mastery Score: The percentage of items answered very much like me (youth) or very much like the youth (caregiver).

Raw Score: The sum of the responses expressed in percentage of the maximum points possible: Not Like Me = 1 point | Somewhat Like Me = 2 points | Very Much Like Me = 3 points | Question Not Answered = 0 points

See the Score Key for more information.

Domains	0%	50%	100%
Communication			
Raw Mastery		30%	60%
Daily Living			
Raw Mastery	0%		33%
Home Life			
Raw Mastery	0%		33%
Self Care			
Raw Mastery	0%		33%
Work and Study Skills			
Raw Mastery		12%	46%
Total Scores:			
Raw Mastery		13%	45%

Functional Situational Assessment for Independent Living Skills

• TASK ANALYSIS

- A Task Analysis consists of a written list of the discrete steps required to complete a task, such as doing laundry, brushing teeth, mopping a floor, setting a table, maintaining a work setting, etc.

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Sample Task Analysis - NSTTAC

Student Name: _____

Date: _____

Task Analysis for Maintaining Work Area

Task	Completed	Quality	Comments
Retrieve assignment			
Materials on work surface			
Complete assignment			
Return finished product/completed assignment to completed station			
Return additional materials to original/proper locations			
Clean work area with spray bottle and rag*			
Retrieve next assignment or request break			

1 = poor quality (required 3 or more redirections, use of abusive/inappropriate language, task completed, but not to criterion)
 2 = adequate quality (2 or fewer redirections, task completed to criterion)
 3 = good quality (task completed with 1 verbal or visual prompt, task completed at or above criterion)

Task Analysis - Examples

- <http://www.mothinger.com/education/autism-sample-task-analysis-aba>
- http://www.nsttac.org/pdf/lesson_plans/appliances_laundry.pdf
- <http://www.brighthub.com/education/special/articles/25800.aspx>

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Summary of Independent Living Assessments...



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Vocational Interest and Skill Assessments

Part 2 of the 3-Part Transition Assessment Process

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Functional Vocational Assessment



- Over time
- Repeated Measures Situational Assessment



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Belief

- Work benefits individuals emotionally and socially
- Enables individuals to contribute to society and to their own well being
- Can be done without fear of losing social security or other benefits
- Adds meaning to life

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Employment Options

- Individual Competitive Employment
- Individual Supported Employment
- Group Supported Employment
- At Home or Community-Based Entrepreneurial Jobs

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Career Development Stages

- Awareness
- Exploration
- Preparation
- Assimilation
- Advancement
- Job Change(s)
- Exiting to Retirement

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Choice Making

- Logical choice making occurs when chosen preferences match available jobs.
- Discrepancy problems occur when
 - Chosen job, task, and characteristics do not match specific jobs
- Discrepancy problems diminish when job site characteristics match preferences
- Task is to provide ample opportunities for students to determine matches and non-matches.

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Tolby's Sample Postsecondary Goal

Tolby will live at home with his mother, and with the support of a job coach, will volunteer at a local childcare facility where he will play music during dance and nap times.

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Vocational Assessments – we'll focus on a few

- Personal Preference Indicators (PPI)
 - Adult Living and Employment Versions
- Community Situational Assessment Process
 - Video: Choose and Take Action Vocational Assessment Software
 - Written: Choosing Employment Goals
 - Illustrated: Self-Directed Supported Employment
- Illustrated Interest Inventory
- Video Career Exploration
- Employability Skills Assessment

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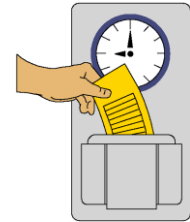
Personal Preference Indicators

- **Adult Living and Employment Supplement**
 - Interview format
 - Family members, friends, professionals who know student well
 - Likes, dislikes, social indicators, choices
 - Health, body clock, future
- <http://education.ou.edu/zarrow/>
- Cost: free
- Use the results in PLEP



Choose and Take Action Vocational Assessment Software

Use of a software program and community experiences to identify entry-level job interests



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Target Population

Secondary students and adults with moderate to significant cognitive needs who:

- Have difficulty getting information from print
- Can attend to a computer screen
- Can follow simple 1 or 2 step directions
- Have limited to no previous work experience

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CTA Constructs

- Vocational Choice Making
 - Characteristics
 - Setting
 - Activities (jobs)
- Planning
- Community Experience
 - Watch
 - Do
- Self-Evaluation
- Choose Again with Adjustment

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CTA Choice Factors

14 entry-level vocational settings found in most communities

15 job activities repeated across two settings
 Care for animals in a vet's office
 Care for animals in a retail store

12 characteristics repeated across two or three activities
 Working in a factory where it is inside and noisy

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CTA Features

A navigator to give instructions and guide user through the program

Restricted mouse movements

Highlight critical features as navigator says them

Record made of all choices

Input options may include user installed touch screen



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- ▶ Format designed so teachers can add comments on student performance
- ▶ Teacher can set number of video clips student can see in one trial
- ▶ Pair of video clips presented together
- ▶ Minimum teacher control over available video choices

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Settings	Activities	Characteristics
Car repair shop	Bag items/bring carts	Big open space
Child care center	Care for animals	Small space
Construction site	Care for people	Clean
Factory	Care for plants	Messy
Greenhouse	Clean-up	Few people
Grocery store	Clear tables	Many people
Hospital	Filing	Inside
Hotel	Handle materials	Outside
Janitorial service	Heavy cleaning	Noisy
Landscape Company	Laundry	Quiet
Office	Move things	Wear own clothes
Restaurant	Do paperwork	Wear a uniform
Store	Stock shelves	
Vet Office	Wash dishes	
	Yard work	

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vet office
 take care of animals
 inside
 small space

restaurant
 clear tables
 noisy
 many people

Laura

Back
Exit

Laura

WATCH
DO

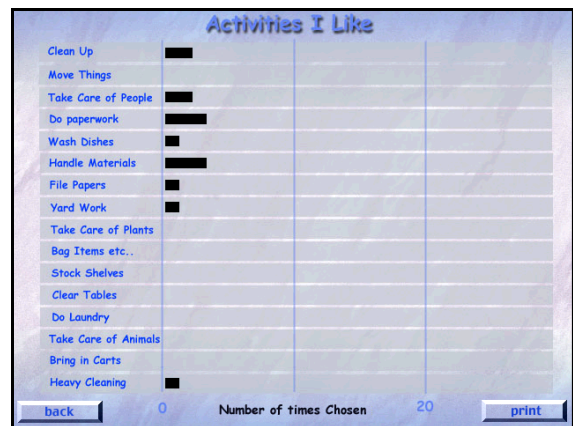
Exit

Laura

I will handle materials at a factory. It is inside and it is a small place.

Exit
Print

Student Plan		I will DO					
Interests	"Did I Like..."	Student Evaluation		Skills	"Did I...."	Student Evaluation	
	handle materials	yes	no		work at the right speed?	yes	no
	factory	thumbs up	thumbs down		do the work correctly?	thumbs up	thumbs down
	inside	thumbs up	thumbs down		ask questions if I didn't understand?	thumbs up	thumbs down
	small space	thumbs up	thumbs down		listen carefully?	thumbs up	thumbs down
	Other Characteristics?	thumbs up	thumbs down		follow directions?	thumbs up	thumbs down
					Did I do a good job?	thumbs up	thumbs down
					1 + 2 + 3 = good job	thumbs up	thumbs down
					(3 or more YES on above questions)	thumbs up	thumbs down



Build Forms

- Few vocational illustrations exists
- Cut and paste the SDSE illustrations to make forms
- Go to:
<http://brookespublishing.com/picturebank/>
- Use these with Pages or In-Design page layout program to build own forms electronically

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Job Duties I Like

- Identifies job duties
 - Based upon current job or work experience
- Assess preferences for job duties
- Calculate % of Job Duties I Like



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WHAT DO I WANT TO DO? FORM-B

NAME: _____ DATE: _____

Circle at least three, then rank them 1-4. 4 is "best liked"

		<	

Work, Social, & Personal Skills

- Student rates performance
- Supervisor or teacher rate performance
- Calculates what supervisor thinks
- Calculates match between worker and supervisor



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Personal Improvement Contract

Name Joe Date _____ Site Grocery Store

Important Skills at This Job	How I Did	Supervisor Thinks	Supervisor, Teacher, or Student Comments	Matches
Work				
1. Work fast	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
2. Put items in correct place	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
3. Read labels correctly	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO

Self-Determination Contracts to solve on-the-job problems

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MY EMPLOYMENT PLAN FORM - B

Characteristics I Like: ☐ Fast ☐ Accurate ☐ Organized ☐ Neat ☐ Friendly ☐ Hardworking ☐ Responsible ☐ Dependable ☐ Creative ☐ Team Player ☐ Customer Service ☐ Communication ☐ Problem Solving ☐ Initiative ☐ Adaptability ☐ Flexibility ☐ Persistence ☐ Attention to Detail ☐ Time Management ☐ Stress Management ☐ Conflict Resolution ☐ Leadership ☐ Collaboration ☐ Innovation ☐ Risk Taking ☐ Resilience ☐ Self-Motivation ☐ Accountability ☐ Integrity ☐ Honesty ☐ Respect ☐ Empathy ☐ Patience ☐ Tolerance ☐ Open-mindedness ☐ Curiosity ☐ Enthusiasm ☐ Positivity ☐ Optimism ☐ Realism ☐ Pragmatism ☐ Objectivity ☐ Subjectivity ☐ Rationality ☐ Irrationality ☐ Logic ☐ Emotion ☐ Reason ☐ Instinct ☐ Intuition ☐ Common Sense ☐ Good Sense ☐ Bad Sense ☐ No Sense ☐ All Sense ☐ Some Sense ☐ Little Sense ☐ A Lot of Sense ☐ No Sense at All ☐ A Little Sense ☐ A Great Deal of Sense ☐ A Fair Amount of Sense ☐ A Modest Amount of Sense ☐ A Substantial Amount of Sense ☐ A Significant Amount of Sense ☐ A Considerable Amount of Sense ☐ A Fairly Large Amount of Sense ☐ A Reasonable Amount of Sense ☐ A Sensible Amount of Sense ☐ A Prudent Amount of Sense ☐ A Wise Amount of Sense ☐ A Smart Amount of Sense ☐ A Clever Amount of Sense ☐ A Quick Amount of Sense ☐ A Fast Amount of Sense ☐ A Slow Amount of Sense ☐ A Steady Amount of Sense ☐ A Fluctuating Amount of Sense ☐ A Consistent Amount of Sense ☐ An Inconsistent Amount of Sense ☐ A Predictable Amount of Sense ☐ An Unpredictable Amount of Sense ☐ A Reliable Amount of Sense ☐ An Unreliable Amount of Sense ☐ A Dependable Amount of Sense ☐ An Undependable Amount of Sense ☐ A Trustworthy Amount of Sense ☐ An Untrustworthy Amount of Sense ☐ A Loyal Amount of Sense ☐ An Unloyal Amount of Sense ☐ A Faithful Amount of Sense ☐ An Unfaithful Amount of Sense ☐ A Committed Amount of Sense ☐ An Uncommitted Amount of Sense ☐ A Dedicated Amount of Sense ☐ An Undedicated Amount of Sense ☐ A Devoted Amount of Sense ☐ An Undevoted Amount of Sense ☐ A Loyal Amount of Sense ☐ An Unloyal Amount of Sense ☐ A Faithful Amount of Sense ☐ An Unfaithful Amount of Sense ☐ A Committed Amount of Sense ☐ An Uncommitted Amount of Sense ☐ A Dedicated Amount of Sense ☐ An Undedicated Amount of Sense ☐ A Devoted Amount of Sense ☐ An Undevoted Amount of Sense

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My Employment Plan

Written Forms Taken From:

Choosing Employment Goals
Sopris West Publishers
(www.sopriswest.com)



Requires reading and writing skills

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Illustrations Taken From

- Self-Directed Employment
 - Paul Brookes Publishing
 - Baltimore
 - www.brookespublishing.com
- Download free illustrations
 - www.brookespublishing.com/picturebank
- Can use words or illustrations
- Can do the same with digital pictures from your own camera



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- NSTTAC 5-24-11

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AGE

14	15	16	17	18	19	20	21

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CHILD PROFILE OF EMPLOYABILITY SKILLS

TASK RELATED		WORK QUANTITY		WORK QUALITY		RELATIONS: SUPERV		RELATIONS: PEERS		WORK ATTITUDES		SCORE
INDEPENDENTLY	DEPENDENTLY	COMPLETES TASKS	COMPLETES WORK	ADAPTS TO DEMANDS	ADAPTS TO SITUATION	COMPLETES ASSIGNMENTS	COMPLETES CHALLENGES	FOLLOWS DIRECTIONS	WORKS COOPERATIVELY	RESPECTS PEERS	SHOWS INITIATIVE	
												9
												8
												7
												6
												5
												4
												3
												2
												1
												0
												9
												8
												7
												6
												5
												4
												3
												2
												1
												0

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Summary of Vocational Assessments...



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Self-Determination & Self-Advocacy Assessments

Part 3 of the 3-Part Transition Assessment Model

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Self-Determination Constructs

- Self-awareness
- Self-advocacy
- Self-efficacy
- Decision-making
- Use of self-management strategies to attain plan
- Self-evaluation
- Adjustment



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Why SD Assessment?

- Improved postsecondary outcomes
 - Goal setting during early adolescence
 - Awareness of disability
 - Goal attainment
- Improved academic performance
 - Limited studies so far

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Self-Determination Assessments – We'll focus on a few

- Guide to Assessing College Readiness
- AIR Self-Determination Assessment
 - Student, Parent, Teacher Versions
- ARC Self-Determination Assessment
 - Student Version

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Guide to Assessing College Readiness

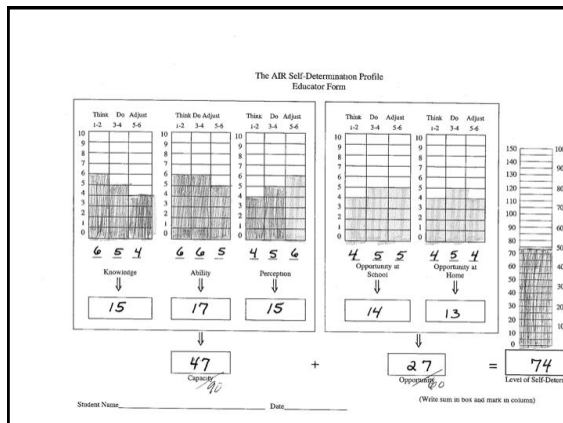
- Landmark College "Parent" Assessment
- Read each item with student and discuss
- Provides Assessment for Self-Advocacy to include in annual transition goals
- Five Domains
 - Academic Skills
 - Self-Understanding
 - Self-Advocacy
 - Executive Functioning
 - Motivation and Confidence

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AIR Self-Determination Assessment

- Parent Version
- Teacher Version
- Student Version
- Available at
 - <http://education.ou.edu/zarrow>
- Cost: free

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Example Present Level of Achievement Using the AIR Self Determination Assessment

- Current Assessment Data
 - Bill obtained a 48% on the AIR Educator Self-Determination Assessment given on 11-8-09.
- Objective Statement
 - Bill has about half of the overall SD skills and opportunities needed to master these skills. He needs increased school and home opportunities to develop and master additional SD skills for success in welding school.
- Strengths
 - Knows own ability and limitation and can express these
 - Set goals
 - Change plan to accomplish goals
- Anticipated Effects
 - When provided the opportunity to set and express goals at his next IEP meeting, Bill can engage in this activity.
- Needs
 - Opportunities at school and home to learn and practice additional SD skills

Annual Transition Goal: Education/Training

- Goal
 - Bill will increase his overall self-determination score from 48% to 75% as measured on the AIR self-determination assessment.
- Objective/Benchmark
 - To demonstrate leadership at IEP meetings, Bill will increase his scores on the Expressing Goals section of the ChoiceMaker Self-Determination Assessment from 20% to 90%.
 - Bill will develop and implement a weekly goal attainment plan to attain two or more IEP goals by successfully completing 90% or more of the Take Action Goal Attainment process.

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Annual Education/Training Coordinated Activities

- Coordinated Activities
 - Bill will share his weekly goal attainment plan with his family.
 - Bill will build his SOP with his family to share at the IEP meeting.
- Responsible Parties
 - Bill and special education teacher
 - Bill and parents

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ARC Self-Determination Assessment

- Student version
- Must use the manual to score
- Cost: free
- Available at <http://education.ou.edu/zarrow>

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Summary of Self-determination Assessments



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Program Summary



Creative Thinking Produces Meaningful Job, School, & Independent Living Outcomes!

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